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ABSTRACT

In spring 1993, Charles County Community College (CCCC) in Maryland conducted a telephone survey of students who had been enrolled at the college the previous fall but did not return for the spring semester. A total of 1,655 students were identified as non-returning by the third week of classes in spring 1993, representing 29% of the fall 1992 student population. Of these students, half were randomly selected to be surveyed. Study findings, based on 283 usable responses, included the following: (1) 31.3% of the respondents cited "job demands" as a major reason for not returning, while 19.8% cited "insufficient time," and 14.1% indicated that they had "achieved educational goal"; (2) 9% of the respondents indicated that the college could have helped them to return to college; (3) 58% of the respondents indicated plans to return to CCCC; and (4) extrapolations of survey results suggested that CCCC could possibly have influenced 358 non-returning students to enroll in spring 1993. For comparative purposes, an survey was conducted of all 118 recent high school graduates enrolled at CCCC in fall 1992 who did not return in spring 1993. Among the 111 respondents, 47% cited "job demands" as a major reasons for not returning to CCCC, while 26% stated they had "transferred," and 24% reported having "moved from area." In addition, 10% reported that the college could have helped them return in spring 1993, and 32% cited plans to return to CCCC. Comparisons with results of the spring 1992 non-returning student survey; copies of the survey instruments; data tables; and respondents' narrative comments are included. (PAA)

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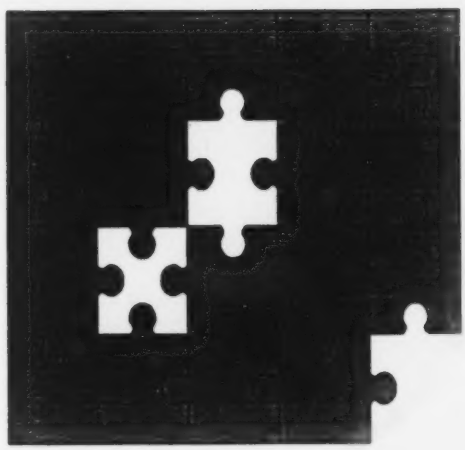
NON-RETURNING STUDENT SURVEY
CHARLES COUNTY COMMUNITY COLLEGE



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AUGUST 1993

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Michele Nutwell	Matthew Robinson
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Laurie Williams	Laura Wolfe

who did the telephone interviews and data entry for this project.

Gohar Farahani
Director, Institutional Research and Assessment Department
August 1993

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INTRODUCTION

During the spring semester of 1992, Charles County Community College for the first time administered a telephone survey of non-returning students, to find out why students who were enrolled in fall 1991 did not return in spring 1992. During the spring semester of 1993, the same questionnaire with minor changes was used to find out why the students who were enrolled in fall 1992 did not return in spring 1993. In addition, all of the recent high school graduates who were enrolled in fall 1992 and did not return the following semester were surveyed to find out if their reasons for not returning were different from those of the overall non-returning students.

In this report, the two surveys that were conducted in spring 1993 will be analyzed and compared. At the end, a comparison will be made between 1992 and 1993 non-returning students' survey results.

1993 NON-RETURNING STUDENT SURVEY

1-3. Questionnaire #:_____

CHARLES COUNTY COMMUNITY COLLEGE
Institutional Research and Assessment Department

Survey of Non-Returning Students
Fall 92 - Spring 93

Student Name: _____ **4-12. SSN :** _____ **13. High School Graduate:Y/N**
Evening Phone: **Day Phone:**
14. Entry Goal:_____ **15. Reason:**_____
16 - 18. GPA: _____ **19. Birth Date:** _____ **20. Race:** _____

CALL RECORD

Date	Time	Interviewer (21-22)	Outcome (23-24)	Comment

OUTCOME CODES

___IC	Interview Completed	___PA	Partially Completed
___CB	Call Back (Specify When:_____)	___LM	Left Message
___RE	Refused (Why?_____)	___NA	No Answer
___WN	Wrong Number	___DI	Disconnected

Hello, my name is _____ from Charles County Community College. I am calling because the college's records show that, although you were a student here during Fall 92, you are not currently registered for any courses this Spring. We'd like you to answer a few brief questions to help us find out some of the reasons students might not return to Charles County Community College.

[25] To verify our list, tell me if you are currently enrolled in any credit courses at Charles County Community College?

- ☐ YES, Our questions are for students who are not taking credit courses this semester. Thank you for your time. **(TERMINATE INTERVIEW!!)**
- ☐ NO, **(CONTINUE INTERVIEW)**

When entering data, YES = 1 and NO = 2.

[26] Did you begin the registration process for any credit course in the Spring 93 semester?

- ☐ YES **(IF YES, THEN ASK),** Did you complete registration for any credit courses and then drop that course? **[27]** _____**YES** _____**NO**
- ☐ NO, **(IF NO, GO TO QUESTION 28.)**

When entering data, YES = 1 and NO = 2.

NOTE: If [26] is NO, you should put a 0 in for [27].

I'm going to read some possible reasons for a student not returning to college. Please tell me, for each one, whether it was a major reason, a minor reason, or not a reason for your decision not to return to Charles County Community College this semester.

	MAJOR REASON	MINOR REASON	NOT A REASON
28. Transferred to another school	1	2	3
Please specify name of school_____			
29. Full-time employment demands.	1	2	3
30. Immediate educational goal achieved.	1	2	3
31. Class times were not convenient.	1	2	3
What time would be convenient? _____			
32. Relocated to another area.	1	2	3
33. Change in family situation.	1	2	3
34. Child care difficulties.	1	2	3
35. Undecided about your goals.	1	2	3
36. Do you need any help? Y/N -- I f yes: we will contact you later_____			
37. Financial reasons.	1	2	3
38. Have you applied for financial aid? Y/N-If no: Do you need any help ? Y/N			
39. Health reasons.	1	2	3
40. Poor high school preparation for college.	1	2	3
41. Do you need any help? Y/N -- If yes : we will contact you later_____			
42. Academic problems due to poor personal study habits.	1	2	3
43. Do you need any help? Y/N -- If yes: we will contact you later_____			
44. Poor grades.	1	2	3
45. Do you need any help? Y/N -- If yes: we will contact you later_____			
46. Difficulties with registration.	1	2	3
What kind of difficulties did you have? _____			
47. Lack of support/poor advice from counselor or advisor.	1	2	3
Will you be more specific? _____			
48. Desired course(s) not offered.	1	2	3
What course(s) did you want to take? _____			
49. Lack of attention from faculty.	1	2	3
Will you give me an example ?_____			
50. Poor quality of instruction.	1	2	3
Will you give me an example? _____			
51. Lack of knowledge of where to find needed help.	1	2	3
What kind of help did you need that you didn't get? _____			
52. Insufficient time due to other responsibilities.	1	2	3
53. Other. (Please specify.)_____	1	2	3

54. Could the college have helped you in any way which would have influenced you to return to Charles County Community College this semester?

☐ **YES, (IF YES, THEN ASK) 54a. How?**_____

☐ **NO, (IF NO, GO TO QUESTION 55.)**

When entering data, YES = 1 and NO = 2.

55. Do you plan to return to Charles County Community College?

☐ **YES, (IF YES, THEN ASK) 55a. When?**_____

☐ **NO**

When entering data, YES = 1 and NO = 2.

That completes my questions. Thank you very much for your help.

METHOD

There were 1655 (29%) fall 1992 students who were not enrolled in spring 1993 in any credit courses as of the third week of classes. Those who graduated or applied for graduation were eliminated from the list. A list of half of the non-returning students was randomly selected. The target sample was 280 completed surveys, to obtain a tolerated sampling error of +/-5 percent at a 95 percent confidence level. Every third label was used for the first set of surveys. The rest of the labels were used randomly to cover wrong telephone numbers, disconnected and no answers after the fourth try. **Two hundred and eighty three (283) usable surveys were collected.**

Under the direction of Ms. Athena Miklos, the instructor of the Customer Relations class, and Ms. Gohar Farahani, the Director of the Institutional Research and Assessment Department, Customer Relations students were trained to do the telephone interviews and data entry as their class assignment.

A telephone room with six phones was reserved for conducting the telephone interviews. After the telephone interviews were completed, all the questionnaires were collected from the students and reviewed to insure the accuracy of the data before entering them. Two sessions were conducted to train the students to enter the data. Then the data were reviewed and cleaned by the Director of the Institutional Research and Assessment Department, and SPSS/PC was used to analyze the data. Each interviewer received the data for the interviews that he or she had completed, and was trained by Ms. Miklos to analyze the data for his or her class assignment. The aggregate data were used to produce this report.

SUMMARY

The first three **major reasons** for non-return that were mentioned by the respondents were "job demands" (31.3%), "insufficient time" (19.8%), and "achieved educational goal" (14.1%).

Nine percent of the respondents said that the college could have helped them to return to the college.

Fifty-eight percent of the respondents said that they plan to return to the college.

FINDINGS

On average, each respondent mentioned 1.5 "major" reasons and 1.0 "minor" reason for not returning. Overall, 419 "major" and 287 "minor" reasons were given by all the 283 respondents.

Upon review, "job demands", "insufficient time", and "achieved educational goal" were found to be the top three major reasons for not returning. This finding, along with the percentage of respondents who said that they plan to return (58%), and the students who said that the college could have influenced them to return (9%), dismissed the idea that the students' motivations for leaving the college are primarily dissatisfaction with services. However, 61 respondents mentioned the type of reasons (either major or minor) over which the college had control. These reasons are listed below:

College Controlled Reasons

	Major Reasons	Minor Reasons	Total %	Weighted* Figures
Desired Courses Not Offered	12	15	9.5%	157
Classes Not Convenient	16	18	12.0%	199
Poor Quality of Instruction	2	5	2.5%	41
Lack of Faculty Attention	1	2	.1%	18
Poor Advising/Counseling	3	7	3.6%	60
Registration Problems	2	5	2.5%	41
Number of Respondents	30	42	21.6%	358

The major and minor figures are duplicated. That is, of the 61 who indicated the above reasons as "major" or "minor" reasons for not returning, some of them mentioned more than one reason.

The survey results suggest that of the 1655 fall 1992 students who did not return in spring 1993, the college could **possibly** have influenced 22% (358) of them to enroll in spring 1993.

* Weighted based on total number of non-returning students.
Note: All the respondents who requested some kind of help were contacted by the appropriate offices and offered help.

NON-RETURNING STUDENTS
ENTRY GOAL AND REASON
Spring 1993

ENTRY GOAL	ALL OF THE NON-RETURNING STUDENTS N	%	RESPONDENTS TO THE SURVEY N	%
Courses Only	582	35.2	110	38.9
Certificate	278	16.8	42	14.8
AA Degree	640	38.7	103	36.4
Unknown	155	9.3	28	9.9

REASON FOR ATTENDING	ALL OF THE NON-RETURNING STUDENTS N	%	RESPONDENTS TO THE SURVEY N	%
Explore Career	332	20.1	56	19.8
Prepare for Career	190	11.5	32	11.3
Prepare for Transfer	475	28.7	76	26.9
Update Skills	285	17.2	55	19.4
Self-Enrichment	197	11.9	30	10.6
Other	81	4.9	14	4.9
Unknown	95	5.8	20	7.1

The two tables above show that the entry goal and reason for attending the college of all the non-returning students are very similar to the entry goal and reason for attending of the students who were randomly selected to be interviewed. This shows the comparability of the sample, and implies that the results of the survey can be generalized to the population.

1993 NON-RETURNING STUDENTS

"MAJOR" OR "MINOR" REASONS FOR NOT RETURNING RANKED BY PERCENT OF TOTAL

	RANK	MAJOR REASON N	%	MINOR REASON N	%	TOTAL N	%
Job Demands	1	88	31.3	36	12.7	124	44.0
Insufficient Time	2	56	19.8	36	12.7	92	32.5
Achieved Educational Goal	3	40	14.1	21	7.4	61	21.5
Financial Difficulties	4	28	9.9	22	7.8	50	17.7
Change in Family Situation	4	28	9.9	22	7.8	50	17.7
Classes Not Convenient	5	16	5.7	18	6.4	34	12.1
Unsure of Goal	5	9	3.2	25	8.8	34	12.0
Moved from Area	6	25	8.8	6	2.1	31	10.9
Child Care Difficulties	7	17	6.0	11	3.9	28	9.9
Transferred	8	24	8.5	3	1.1	27	9.6
Desired Course Not Offered	8	12	4.2	15	5.3	27	9.5
Poor Study Habits	9	5	1.8	15	5.3	20	7.1
Poor Grades	10	4	1.4	15	5.3	19	6.7
Health Reasons	11	13	4.6	3	1.1	16	5.7
Poor HS Prep. for College	12	3	1.1	11	3.9	14	5.0
Poor Advising/Counseling	13	3	1.1	7	2.5	10	3.6
Unsure Where to Get Help	14	1	0.4	8	2.8	9	3.2
Registration Problems	15	2	.7	5	1.8	7	2.5
Poor Quality Instruction	15	2	.7	5	1.8	7	2.5
Lack of Faculty Attention	16	1	.4	2	.7	3	1.1
Other Reasons *	N/A	49	17.3	6	2.1	55	19.4

* For ranking, "Other Reasons" were not taken into consideration.

COMMENTS

TRANSFERRED TO ANOTHER SCHOOL:
The following institutions were mentioned by the respondents who cited that their major or minor reason for non-return was that they had transferred to another institution:

Frostburg
St. Mary's College of Maryland
Towson
University of Maryland (7)
University of Maryland Baltimore County (2)
Board of Education, offers classes for teachers free of charge at University of Maryland.
Transferred to University of Maryland, because desired courses were not offered.
Prince George's Community College, moved to Air Force Base and paying in-county tuition.
Alabama

OTHER REASONS THAT WERE MENTIONED BY THE RESPONDENTS

Took a computer class at another community college.
Certification needs 4 year college. Could not receive at CCCC.
Started a business.
Full-time job and part-time job and two children.
Personal -- she felt all she was doing was going to school, working and studying. She has three children -- it is demanding but she would like to go back in a couple of years.
Transportation, has two jobs at night.
Began courses with job, she took another position similar in field, learning new job and college -- she felt she was pushing things so she decided not to go.
Began shift work and classes were unthinkable.
Student is working at a tax office and is busy during tax season.
Went into Air Force.
Joined Air Force.
Already had a graduate degree, just needed to take a foreign language.
Student took course only for physical benefit and is now signed up for noncredit course. She is an instructor at another school.
Had a two year degree in Virginia, needed a few more credits for University of Maryland.
Takes courses for work as needed.
The course she took was offered through her work; if one is offered again, she will take it.
Student only took one class for her job at a day care center.
Finished classes for resume.
Moved to Florida to find a job.
Getting ready to relocate.
Student is planning on moving out of state soon.
Got married.
Young child at home.
She has children to take care of.

Full-time mother, no time, family demands.
No problems at CCCC -- money factor.
Building a house.
Bought a house.
Asked for refund due to surgery -- blown off. She wrote a letter to the dean of admissions. She did not receive a refund even though she withdrew at the beginning of the semester. She is a 4.0 student.
Not ready for college.
No motivation.
Student only took one class, was hoping for full time employment, thought she worked very hard, yet still failed the class and felt very discouraged.
JTN was unhelpful and the forms were filled out wrong; but the Waldorf college was very helpful.
Difficult time getting classes desired.
Lack of classes at Calvert campus.
Driver's Education class needs to be offered.
Wanted to be in co-op. Needs someone to contact her.
Switched teacher in middle of semester.
Wanted to take a few semesters off.
Wanted some time off, needed a break.
She wanted some time to relax -- she was tired and lazy.
She was "burned out" and needed to take a break.
She just took a semester off.
Burned out.
Enrichment program; comes in the fall.
Too long a commute from St Mary's county.
Taking classes for own knowledge.
Student would like to know how to get on the Dean's list.

1993 NON-RETURNING STUDENT SURVEY
RECENT HIGH SCHOOL GRADUATES

METHOD

There were 118 **recent high school graduates** who were enrolled in fall 1992 and did not enroll in spring 1993 in any credit courses as of the third week of classes. All of them were contacted and **111 usable surveys were collected.** This section of the project was funded by the Tech-Prep grant. The objective was to learn the reasons that recent high school graduates do not continue their college education. This information may help the Tech-Prep coordinators to identify the problems that recent high school graduates might face in continuing their college education.

SUMMARY

The first three **major reasons** that were mentioned by the respondents were "job demands" (47%), "transferred" (26%) and "moved from area" (24%).

Ten percent of the respondents said that the college could have helped them to return to the college.

Thirty-two percent of the respondents said that they plan to return to the college.

FINDINGS

On average, each respondent mentioned 1.1 "major" reasons and 1.1 "minor" reasons for not returning. Overall, 127 "major" and 120 "minor" reasons were given by all the 111 respondents.

Upon review, "job demands," "transferred," and "moved from the area" were found to be the top three major reasons for not returning. This finding, along with the percentage of respondents who said that they plan to return (32%) or that the college could have influenced them to return (10%), and the students who said that they have achieved their goals (17%), dismissed the idea that the students' motivations for leaving the college are primarily dissatisfaction with services. However, 23 respondents mentioned the type of reasons (either major or minor) over which the college had control. These reasons are listed in the table on the following page.

College Controlled Reasons

	Major Reasons	Minor Reasons	Total %
Desired Courses Not Offered	0	3	2.7%
Classes Not Convenient	1	15	14.4%
Poor Quality of Instruction	3	1	3.6%
Lack of Faculty Attention	3	2	4.5%
Poor Advising/Counseling	3	5	7.2%
Registration Problems	1	5	5.4%
Number of Respondents	5	20	20.7%

The major and minor figures are duplicated. That is, of the 23 who indicated the above reasons as "major" or "minor" reasons for not returning, some of them mentioned more than one reason.

The survey results suggest that 21% (23) of the recent high school graduates that were enrolled in fall 1992 and did not return in spring 1993 could **possibly** have been influenced by the college to enroll in spring 1993.

NON-RETURNING STUDENTS
RECENT HIGH SCHOOL GRADUATES
SPRING 1993

ENTRY GOAL	N	%
Courses Only	36	32.4
Certificate	22	19.8
AA Degree	49	44.1
Unknown	4	3.6

Forty-four percent of the recent high school graduates' entry goal for attending CCCC was to earn an AA degree, 20% to earn a certificate and 32% to take courses.

REASON FOR ATTENDING	N	%
Explore Career	16	14.4
Prepare for Career	23	20.7
Prepare for Transfer	58	52.3
Update Skills	1	.9
Self-Enrichment	9	8.1
Other	3	2.7
Unknown	1	.9

More than half of the recent high school graduates' entry reason for attending CCCC was to transfer, and in fact 26% of them transferred the second semester. Thirty-five percent of them had a career-related reason for attending the college.

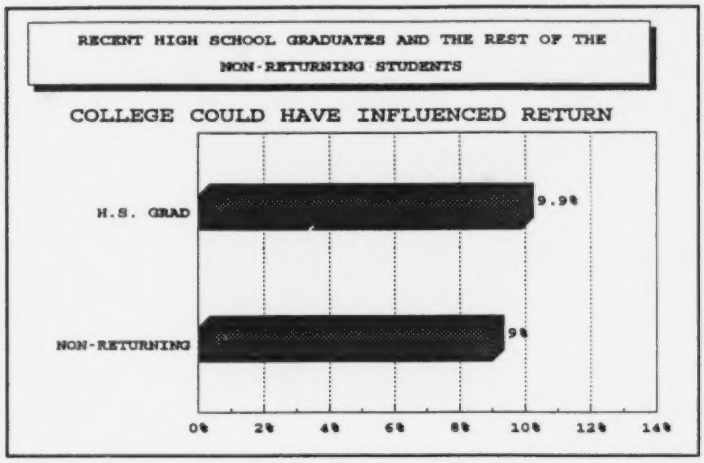
RECENT HIGH SCHOOL GRADUATES

"MAJOR" OR "MINOR" REASONS FOR NOT RETURNING RANKED BY PERCENT OF TOTAL

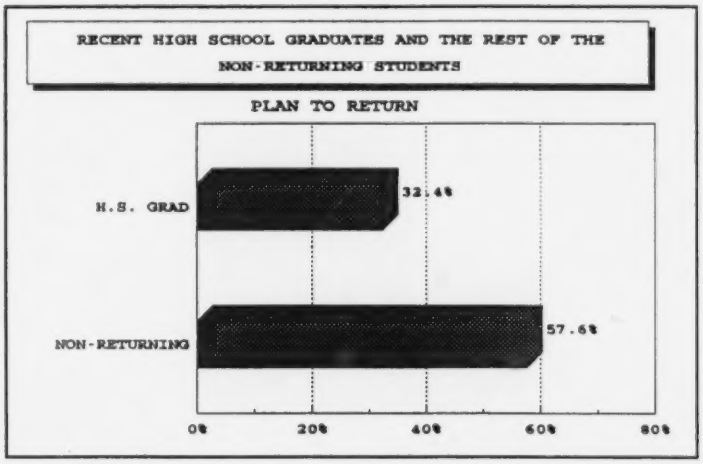
	RANK	MAJOR REASON N	%	MINOR REASON N	%	TOTAL N	%
Job Demands	1	37	33.3	15	13.5	52	46.8
Transferred	2	29	26.1	0	0	29	26.1
Moved from Area	3	18	16.2	9	8.1	27	24.3
Financial Difficulties	4	4	3.6	18	16.2	22	19.8
Achieved Educational Goal	5	13	11.7	6	5.4	19	17.1
Classes Not Convenient	6	1	.9	15	13.5	16	14.4
Insufficient Time	7	8	7.2	6	5.4	14	12.6
Unsure of Goal	8	3	2.7	10	9.0	13	11.7
Poor Grades	9	2	1.8	10	9.0	12	10.8
Change in Family Situation	10	5	4.5	6	5.4	11	9.9
Poor Advising/Counseling	11	3	2.7	5	4.5	8	7.2
Child Care Difficulties	12	3	2.7	4	3.6	7	6.3
Registration Problems	13	1	.9	5	4.5	6	5.4
Poor Study Habits	13	1	.9	5	4.5	6	5.4
Lack of Faculty Attention	14	3	2.7	2	1.8	5	4.5
Poor Quality Instruction	15	3	2.7	1	.9	4	3.6
Desired Course Not Offered	16	0	0	3	2.7	3	2.7
Health Reasons	17	2	1.8	0	0	2	1.8
Poor HS Prep. for College	18	1	.9	0	0	1	.9
Unsure Where to Get Help	18	0	0	1	.9	1	.9
Other Reasons*	N/A	10	9.0	0	0	10	9.0

* For ranking, "Other Reasons" were not taken into consideration.

There is not much difference between these two groups in terms of being influenced by the college to re-enroll the following semester, although their motivations or reasons are different. For example, more recent high school graduates than the rest of the non-returning students (26% v. 10%) mentioned that they had transferred, while more of the total non-returning students had mentioned a change in family situation (18% v 10%) as their major or minor reasons.



Fewer high school graduates plan to return to CCCC than the rest of the non-returning students. The reason might be related to the permanent factors that they mentioned as their major or minor reasons for not returning, such as transferred or moved from the area.



COMMENTS

TRANSFERRED TO ANOTHER SCHOOL:

Below are the institutions that the non-returning students had transferred to:

Bowie (2)
Frostburg (2)
St. Mary's College of Maryland
Salisbury (2)
Towson (2)
University of Maryland College Park (9)
University of Maryland Baltimore County (5)
Western Maryland
Prince George's Community College
Hollins College
University of Virginia
University of Pennsylvania
North Carolina
Santa Fe Community College

WHAT TIME WOULD BE CONVENIENT?

None of the respondents who mentioned that <u>class times were not convenient</u> as a major or minor reason for non-return offered any specific time as being convenient for them to enroll at CCCC. Below are the comments to this question:

Classes needed in afternoon - noon hour
Evening class schedule improved
More offered in evening
Evening
Hard to say, conflicted with work
Better schedule
Didn't fit schedule
It would be more convenient if classes weren't canceled
Only wanted to take certain classes
Better offerings at other campuses

LACK OF SUPPORT/POOR ADVICE FROM COUNSELOR OR ADVISOR

Respondents who cited these as major or minor reasons for non-return were asked to be more specific. Below are their responses:

Couldn't get classes wanted
Didn't get good schedule
Hard to get good counselor
There wasn't much guidance
Never seemed to listen
Counselor didn't listen, just did schedule the way he wanted
Didn't really advise, just registered

Counselor didn't discuss schedule and workload, just registered -- no advisement
Couldn't see one when I wasn't working -- they weren't available

LACK OF ATTENTION FROM FACULTY

Respondents who mentioned lack of attention from faculty as a major or minor reason for non-return were asked to give an example. Below are the examples cited, though none of them is specific.

Instructor didn't care why absent -- had to be there for class
Wasn't a good instructor
Rushed through material
Lousy instructor in Accounting

OTHER REASONS THAT WERE MENTIONED BY THE RESPONDENTS:

Trade school
Special school for make-up artist
Just didn't have time to study
Work conflicted
Wanted to work for now
Just wanted to take electronics classes
Military (4)
Married
More computer classes offered and not canceled
Computer offered more often in evening
Didn't want to come back
Didn't want to come back right now

RECENT HIGH SCHOOL GRADUATES AND REST OF THE NON-RETURNING STUDENTS

	RECENT H.S.		1993 SURVEY	
	RANK	TOTAL MAJOR & MINOR REASONS	RANK	TOTAL MAJOR & MINOR REASONS
Job Demands	1	47%	1	44%
Insufficient Time	7	13%	2	33%
Financial Difficulties	4	20%	4	18%
Classes Not Convenient	6	14%	5	12%
Desired Course Not Offered	16	3%	8	10%
Unsure of Goal	8	12%	5	12%
Achieved Educational Goal	5	17%	3	22%
Change in Family Situation	10	10%	4	18%
Transferred	2	26%	8	10%
Poor Study Habits	13	5%	9	7%
Poor Grades	9	11%	10	7%
Moved from Area	3	24%	6	11%
Child Care Difficulties	12	6%	7	10%
Health Reasons	17	2%	13	6%
Poor HS Prep. for College	18	.9%	11	5%
Registration Problems	13	5%	15	3%
Poor Advising/Counseling	11	7%	12	4%
Poor Quality Instruction	15	4%	14	3%
Lack of Faculty Attention	14	5%	16	1%
Unsure Where to Get Help	18	.9%	14	3%
Other Reasons*	N/A	9%	N/A	19%

NON-RETURNING STUDENT SURVEY
1992 V. 1993

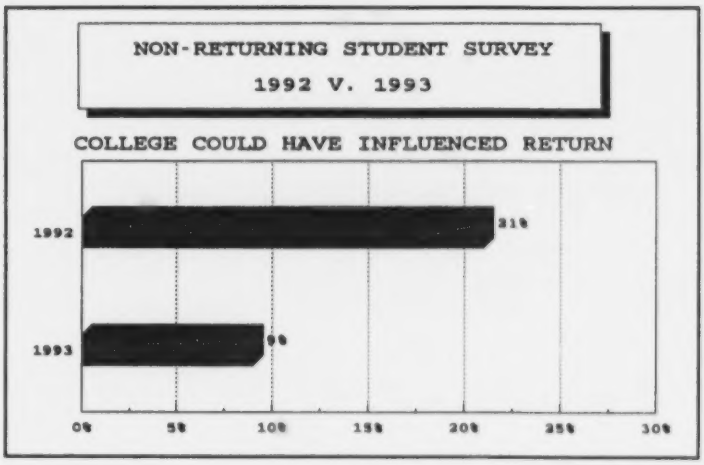
NON-RETURNING STUDENTS ENTRY GOAL AND REASON SPRING 1992 & 1993

ENTRY GOAL	1992		1993	
	N	%	N	%
Courses Only	114	36.7	110	38.9
Certificate	52	16.7	42	14.8
AA Degree	108	34.7	103	36.4
Unknown	37	11.9	28	9.9

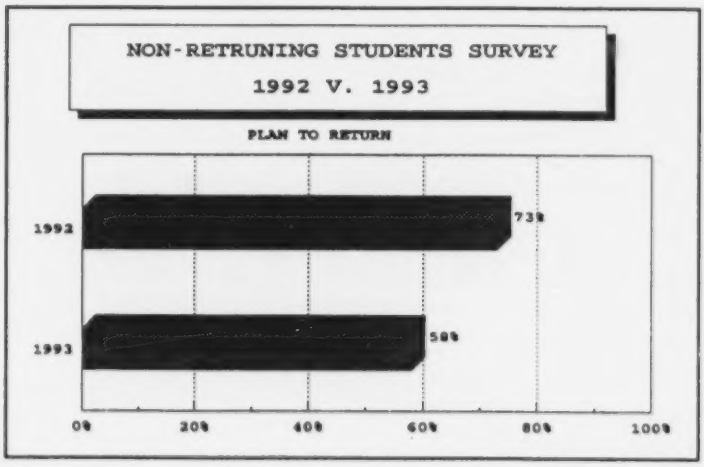
REASON FOR ATTENDING	1992		1993	
	N	%	N	%
Explore Career	60	19.3	56	19.8
Prepare for Career	35	11.3	32	11.3
Prepare for Transfer	94	30.2	76	26.9
Update Skills	58	18.6	55	19.4
Self-Enrichment	39	12.5	30	10.6
Other	8	2.6	14	4.9
Unknown	17	5.5	20	7.1

The entry goal and entry reason for attending of 1992 and 1993 respondents are very similar. Therefore, most of their reasons for not returning are similar as well. The first two major or minor reasons for not returning for both years are job demands and insufficient time. The rankings in most cases are different, but the percentages are somewhat the same. However, in the 1993 survey fewer students mentioned college related reasons. Compared to 1992 respondents, half the percentage of the 1993 respondents mentioned that classes were not convenient or that they had registration problems. Also, fewer students mentioned that desired classes were not offered.

In 1993, only 9% of the respondents believed that the college could have influenced them to return, compared to 21% of the 1992 respondents.



In 1993, 58% of the respondents said that they plan to return to CCCC, compared to 73% of the 1992 respondents.



NON-RETURNING STUDENT SURVEY 1992 V. 1993

	1992 SURVEY		1993 SURVEY	
	RANK	TOTAL MAJOR & MINOR REASONS	RANK	TOTAL MAJOR & MINOR REASONS
Job Demands	1	53%	1	44%
Insufficient Time	2	43%	2	33%
Financial Difficulties	3	31%	4	18%
Classes Not Convenient	4	24%	5	12%
Desired Course Not Offered	5	17%	8	10%
Unsure of Goal	5	17%	5	12%
Achieved Educational Goal	6	17%	3	22%
Change in Family Situation	7	16%	4	18%
Transferred	8	13%	8	10%
Poor Study Habits	9	12%	9	7%
Poor Grades	10	10%	10	7%
Moved from Area	11	8%	6	11%
Child Care Difficulties	12	7%	7	10%
Health Reasons	13	7%	13	6%
Poor HS Prep. for College	14	6%	11	5%
Registration Problems	15	6%	15	3%
Poor Advising/Counseling	16	5%	12	4%
Poor Quality Instruction	17	4%	14	3%
Lack of Faculty Attention	18	3%	16	1%
Unsure Where to Get Help	18	3%	14	3%
Other Reasons	N/A	14%	N/A	19%

Total 1992 respondents: 311; Total 1993 respondents: 283